

## Original Paper

# Home Influence and Academic Performance of Students in Afe Babalola University International Secondary School, Ado-Ekiti, Ekiti State, Nigeria

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### Abstract

*This study investigated the Influence of Home on the Academic Performance of Students in Afe Babalola University International Secondary School, Ado-Ekiti, Ekiti State. The population of the study comprised all the students in ABUAD International secondary school, Ado Ekiti. A total of 90 (ninety) students selected from the secondary school constituted the sample of the study. The students were selected using stratified and simple random sampling techniques. Two instruments were used to elicit relevant information from the students. The first instrument was a self-designed questionnaire titled “Home Characteristics and Parent Involvement Questionnaire” (HCPQ). The HCPQ has two parts. Face and content validity of the HIPQ was ascertained by experts in educational management, test and measurement. The reliability of the instrument was ensured, and it stood at 0.79. The second instrument was an inventory titled Students’ Academic Performance Inventory (SAPI). The SAPI was used to collect the students’ academic performance in internal examinations. Data collected were analyzed using descriptive and inferential statistics. Research questions were answered with frequency count, percentage scores, mean and standard deviation. The hypotheses were tested with inferential statistics such as Pearson Product Moment Correlation (PPMC) and Multiple Regression analysis. All hypotheses were tested at 0.05 level of significance. The study revealed that the level of students’ academic performance was moderate during the period of investigation. It also revealed that the level of parents’ involvement in the academic progress of the students was moderate. The study concluded by recommending that parents should involve themselves more in the academic progress of their children or wards in order to enhance academic prowess in all ramifications.*

**Keywords**

*home influence, academic performance, students*

**1. Introduction**

The first step for every human activity is considered to be Education. It plays a vital role in the development of human capital and is linked with the individual's well-being and opportunities for a better living. Education of any child is both formal and informal. The home is the first school for any child where he/she receives informal education and whatever the home sets, is what the school builds upon. Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.

In Nigeria, academic performance is measured by the student's performance in both internal and external examinations. The study of Chukwudi (2013) revealed that intelligence and personality are key elements that determine the individual differences in academic performance. This, he further explained by affirming that children with higher mental abilities as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings.

The tenacity and threatening academic failure among students has been a major concern for both the private school owners and stakeholders and there is a consensus opinion about the fallen standard of education as a big problem that is hindering the posterity of the Nigerian nation in terms of quality manpower resources. So many reasons have been adduced for this downward trend in the academic performance of secondary school students. In his own view, Adesehinwa (2013) affirmed that students' academic performance or achievement is directly linked with the effects of family type and poor funding while Ogbemudia and Aiasa (2013) reported that the cause of students' poor performance is as a product lack of good home foundation. In another study by Achieng (2012), he reported that a combination of home factors, student factors and institutional capacity as determinants of students' academic performance while Adesehinwa and Aremu (2010) gave a more comprehensive assertion that factors resident in the child, family, society, government and the school may be composite causative effects for these downtrend. They however concluded that there is a need for each of these variables to be considered extensively, hence the focus of this study to critically consider the influence of home on academic performance of secondary school students. Other studies showed that the level of family cohesion (Caplan, 2002 cited in Diaz, 2004), and family relationships (Buote, 2001) proved themselves capable of predicting performance. Their prediction revealed that when students are exposed to the same teaching by the same teachers, they performed differently when they were evaluated over a period of time (Adesehinwa, 2013).

One of the tasks of Education is to train young people to become useful members of society and this training begins at home in an informal way. The home of the child is the first place he/she enters when born into the world by parents. A home can be defined as one's own dwelling place; a place of residence or refuge when it refers to a building. It is usually a place in which an individual or a family can live and store personal properties. A home is a place where students live with their parents or guardian and it is the place where they are groomed. It is a place where the students begin to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early stimulation and experience in children (Collins, 2007). The home influences the child at the earliest stage of his life when his mind is most capable of receiving new ideas. First impressions are provided by the home, which may last through the whole life of the child. The child often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing his self-worth and academic performance (Ekanem, 2004). The family as a primary agent of socialization has a powerful influence on the child and its importance could in no doubt enhance or hinder the academic achievement of the child depending on the social climate in the family. Variance in psycho-social emotional fortification in the family background could be an indicator to high or low academic performance of students, bearing in mind the intervening effect of high and low socio-economic status and emotional stability of students which is a pre-requisite to academic achievement (Adebule, 2004). This is because psychological problems are potential sources of trouble with learning. To facilitate effective learning for their children/wards, the parents or guardians of the students are responsible for providing the right home environment. Furthermore, the home environment means the family background of the students; this includes all the human and material resources present in the home that affects the student's education and living, such as the parent's level of education, their occupation, socio-economic status and socializing facilities available in the house. Ahmad & Naeema (2013) stated that a parent with an educational background would be in a good position to be a second teacher to his/her child and even to guide and counsel the child on the best way to perform well in education and provide necessary materials needed by the child. This motive was also supported by Musgrave, (2000), who opined that children from educated parents are likely to take after their parents in terms of intellectual capability and willingness to learn. Thus, the home is the basic institution for providing the child's primary socialization and laying the educational foundation for the child upon which the other agents of socialization are built. A child's behavior later in life is highly dependent on the education received from the child's parents and other significant agents at home. What the child learns at home and how his/her family motivates him/her towards education contributes to the child's success or failure at school. The environment also cannot be ruled out as it plays a very remarkable role in the life and educational success of every individual. It is therefore against these backgrounds that this study sought to determine the influence of home on academic performance of ABUAD International secondary school students in Ekiti

State.

## 2. Method

### 2.1 Statement of Problem

A product of effective teaching and learning coupled with the efforts of the teachers, school, the students, parents and their various home environments is referred to as good education (Obeita & Okpara, 2014). Statistics on academic performance of secondary school students shows that there has been a persistence poor performance. This means that even when some students are exposed to the same teaching and learning experience, some of them still perform differently. Most times the teachers and the school authorities are always blamed for the poor performance of these students. Psychologists have proved that difference in intelligence is not the only factor responsible for the difference in students' academic performance. Proves have shown that other factors may be responsible for this.

Other factors that may be responsible for this difference in the academic performance of students outside the school environment have been given little or no attention. These factors may range from background of the students, level of education of parents, parental occupation, and type of family to family size. Most families in our society seem not to give adequate attention to the education of their children. It appears that some of the parents seem not to fulfill their role of guidance and encouragement in the child's performance in schools. The low performance of secondary school students at ABUAD International secondary school has become a major concern for the teachers, the school authority and other stakeholders despite all efforts made by the proprietor. Blames have often been attributed to the teachers and the school authority on this low performance of students. Hence, the need to find out other means that could contribute to this low performance. It is on this premise that this study is based. This study is set to identify the home factors influencing the academic performance of students in ABUAD International secondary school, Ado-Ekiti.

### 2.2 Research Questions

The following questions were answered in this study:

What is the level of the students' academic performance in ABUAD international schools?

What is the level of parents' involvement in the academic progress of the students?

### 2.3 Hypotheses

The following null hypotheses were tested in this study:

**H1:** There is no significant relationship between a parent's level of education and students' academic performance.

**H2:** There is no significant relationship between the parents' occupation and secondary school students' academic performance.

**H3:** Home characteristics of the students will not significantly contribute to their academic performance.

## 2.4 Methodology

The study adopted a descriptive design of the survey type. This is based on the fact that the study examined the relationship on ground and at the same time already existed in the sampled school. The population of the study comprised all the students in ABUAD International secondary school, Ado Ekiti. The total population of the students is one hundred and twenty two (122). Simple random sampling method was used to select fifteen (15) students per class from JSS 1- SS 3 giving a total of ninety (90) students. Two instruments were used to collect data for this study. The first instrument was a self-designed questionnaire titled "Home Characteristics and Parent Involvement Questionnaire" (HCPQ). The HCPQ has two parts. Part A of the HCPQ contained questions on demographic data such as parents' level of education, parents' occupations, family type and number of children in the family of the respondents while part B contained questions related to parent's involvement in the education of the respondents. Face and content validity of the questionnaire (HIPQ) was ascertained by experts in educational management, tests and measurement. The Test-Retest method was used to test the reliability co-efficient of the instrument which stood at 0.79. The second instrument was an inventory titled Students' Academic Performance Inventory (SAPI). The SAPI was used to collect the students' academic performance in internal examinations. Data collected were analyzed using descriptive and inferential statistics. Research questions were answered with frequency count, percentage scores, mean and standard deviation. The hypotheses were tested with inferential statistics such as Pearson Product Moment Correlation (PPMC) and Multiple Regression analysis. All hypotheses were tested at 0.05 level of significance

## 3. Results

*Research Question 1: What is the level of students' academic performance in ABUAD international schools?*

**Table 1. Level of Students' Academic Performance**

Level of performance	Frequency	Percentage
Low (0-43)	14	15.56%
Moderate (44-74)	59	65.55%
High (75-100)	17	18.89%
Total	90	100

Table 1 shows the level of students' academic performance in the last session (2018/2019 academic session). 14 respondents, representing 15.56 per cent had low performance, 59 representing 65.55 per cent had moderate performance while 17 representing 18.89 per cent high performance. This indicates

that the level of students' academic performance was moderate during the period investigated.

*Research Question 2: What is the level of parents' involvement in the academic progress of the students?*

**Table 2. Level of Parent Involvement in the Academic Progress of Their Children**

Level of involvement	Frequency	Percentage
Low (5-13)	19	21.11%
Moderate (14-21)	52	57.78 %
High (22-25)	19	21.11 %
Total	90	100

Table 2 shows the level of parents' involvement in the academic progress of their children. 19 respondents, representing 21.11 per cent rated their parents low, 52 representing 57.78 per cent rated their parents moderately involved while 19 representing 21.11 per cent rated their parents' involvement high. This indicates that the level parents' involvement in the academic progress of their students' was moderate during the period investigated.

*Research Hypothesis 1: There is no significant relationship between parent's level of education and students' academic performance.*

**Table 3. Relationship between Parents' Level of Education and Students' Academic Performance**

Variables	N	Mean	SD	r-cal	r-tab	Sig.
Parent's level of education	90	3.4333	1.55101			
Academic performance	90	58.9722	16.20417	0.334	0.211	0.001

Table 3 shows that rcal (0.334) is greater than rtab (0.211) at 0.05 level of significance. The result is significant (p-value < 0.05) and the null hypothesis was rejected. Hence, there is a significant relationship between a parent's level of education and students' academic performance.

*Hypothesis 2: There is no significant relationship between the parents' occupation and secondary school students' academic performance.*

**Table 4. Relationship between Parent Involvement and Students' Academic Performance**

Variables	N	Mean	SD	r-cal	r-tab	Sig.
Parents' involvement	90	15.0222	4.951140			
Academic performance	90	58.9722	16.20417	0.396	0.211	0.000

Table 4 shows that  $r_{cal}(0.396)$  is greater than  $r_{tab}(0.211)$  at 0.05 level of significance. The result is significant ( $p\text{-value} < 0.05$ ) and the null hypothesis was rejected. Hence, there is a significant relationship between a parent's level of involvement in the academic progress of their children and students' academic performance.

*Hypothesis 3: Home characteristics of the students will not significantly contribute to their academic performance*

**Table 5. Multiple Regression of Home Characteristics and Students' Academic Performance**

R = .613					
Fcal. 10.125					
R Square = .376					
Ftab. 2.11					
Adjusted R Square = .339					
p<0.05					
Standard Error = 13.17530					
Model	Unstandardized	Standardized	T	Sig	
	Coefficient	coefficient			
	B	Std.Error	Beta		
(Constant)	19.184	6.751		2.842	.006
Parent education	3.056	0.915	0.293	3.351	0.001
Parents' occupation	6.590	1.836	0.324	3.590	0.001
Family type	0.374	1.868	0.018	0.200	0.842
No of children in family	0.197	1.623	0.012	0.121	.904
Parental involvement	1.240	0.319	0.379	3.891	0.000

The following regression could be derived from Table 5:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5$$

Where

$X_1$  = Parent education  $X_2$  = Parents' occupation  $X_3$  = family type

$X_4$  = No of children in the family  $X_5$  = Parental involvement

$b_i$  (i = 1-5) Regression weight Coefficients

$a$  = Constant (Other Variables other than  $X_1 - X_5$ )

The multiple regression relationship between the dependent and independent variables can be given as follows:

$$Y = 19.184 + 3.056x_1 + 6.590x_2 + 0.374x_3 + 0.197x_4 + 1.240x_5$$

Table 5 shows that  $F_{cal}$  (10.125) is greater than  $F_{tab}$  ( $F_{5, 84} = 2.33$ ) at 0.05 level of significance.

The result is significant ( $p < 0.05$ ). Thus, the null hypothesis was rejected. This implies that home characteristics made a significant contribution to the level of students' academic performance.

The table equally reveals that there was a significant positive composite correlation between the predictor variables (parents' level of education, occupation, family type, number of children and parent involvement) and students' academic performance ( $R = 0.613$ ,  $< 0.05$ ).

This indicates that the predictor variables are factors that can influence secondary school academic performance. The coefficient of determination ( $R^2 = 0.376$ ) implies that all the predictor variables jointly accounted for 37.6% ( $R^2 \times 100$ ) of the total variance in students' academic performance.

The table reveals that the best predictor variable of the total variance in students' academic performance is parental involvement ( $\beta = 0.379$ ) followed by parents' occupation ( $\beta = 0.324$ ) and followed by parents' level of education ( $\beta = 0.293$ ). The beta value of the remaining variables (family type  $\beta = 0.018$  and no of children  $\beta = 0.012$ ) were not significant ( $p > 0.05$ ).

#### 4. Discussion

This study revealed that the level of students' academic performance was moderate during the period of investigation. This implies that the students performed averagely well. Although average performance is tolerable, but it is not the best considering the volume of resources parents commit to training their children at this level of education. If the national goal of education is to be achieved, the academic performance of the students who would in no distant future become a source of manpower for all sectors of the economy must be consistently high. It was also discovered in the study that the level of parents' involvement in the academic development of their children was moderate. This indicates that parents performed their academic related responsibilities to their children fairly. The failure of parents to recognize academic development of their children as a joint responsibility of the schools and the parents, jeopardizes students' academic excellence. This finding agrees with the report of Ahmad & Naeema (2013) that stated that a parent with an educational background would be in a good position to be a second teacher to his child and even to guide and counsel the child on the best way to perform well in education and provide necessary materials needed by the child.

The study also revealed that there was a significant and positive relationship between parents' level of education and students' academic performance in the school. This implies that the cognitive improvement and attainment of a learner could be associated with the parents' level of education. This could be attributed to the fact that the highly educated parents create more time to monitor the academic progress of their children. This finding agrees with the report of Musgrave, (2000), who opined that children from educated parents are likely to take after their parents in terms of intellectual capability and willingness to learn.



Finding in the study equally showed that there was a significant and positive relationship between parents' involvement in the academic progress and students' academic performance.

This implies that the cognitive ability of students could be associated with the extent to which their parents help them in completing academic tasks such as home works, long break assignments, group projects and so on.

The study revealed that home characteristics made a significant contribution to the level of students' academic performance. There was a significant positive composite correlation between the predictor variables (parents' level of education, occupation, family type, number of children and parent involvement) and students' academic performance ( $R = 0.613, < 0.05$ ). This indicates that the predictor variables are factors that can influence secondary school academic performance. The coefficient of determination that all the predictor variables jointly accounted for 37.6% of the total variance in students' academic performance.

#### *4.1 Conclusion*

Based on the findings of this study, the following conclusions were drawn: the level of academic performance of students of ABUAD International secondary school students is moderate (average performance). The study revealed that there was a significant and positive relationship between parents' level of education and students' academic performance in the school. This implies that if educated parents can create more time for their children's academics and monitor their progress in school, there is every possibility that the children will perform better academically.

#### *4.2 Recommendations*

Based on the findings of the study, it was recommended that parents should involve themselves more in their children's education by being part of their lives psychologically and academically. Moderate academic performance is not enough, as outstanding and excellent performance is the pride of any parent and institutions of learning. Teachers and administrators should also take pain to study and understand the diverse factors in the home environment that can affect their students and seek ways to counsel, encourage and support them. This will further boost the morale of such students, hence, improve their academic performance. Future researchers should conduct more research on other factors militating against good academic performance of students at different levels of education.

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